

Texas Education Agency  
Standard Application System (SAS)

2018-2019 Texas 21 <sup>st</sup> Century Community Learning Centers, Cycle 10, Year 1			
<b>Program authority:</b>	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)	<div style="display: flex; justify-content: space-between;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">RECEIVED TEXAS EDUCATION AGENCY 2018 MAY -1 AM 11:20</div> </div>	
<b>Grant Period:</b>	August 1, 2018 – July 31, 2019		
<b>Application deadline:</b>	5:00 p.m. Central Time, May 1, 2018		
<b>Submittal information:</b>	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:  Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave Austin, TX 78701-1494		
<b>Contact information:</b>	Christine McCormick, <a href="mailto:21stcentury@tea.texas.gov">21stcentury@tea.texas.gov</a>		
<b>Schedule #1—General Information</b>			
<b>Part 1: Applicant Information</b>			
Organization name		County-District #	Amendment #
Fort Worth Independent School District		220-905	
Vendor ID #	ESC Region #	DUNS #	
756001613	11	073177776	
Mailing address		City	State ZIP Code
100 N. University Drive		Fort Worth	TX 76107-1360
<b>Primary Contact</b>			
First name	M.I.	Last name	Title
Tracy		Marshall	Senior Officer
Telephone #	Email address		FAX #
817.814.2283	<a href="mailto:Tracy.marshall@fwisd.org">Tracy.marshall@fwisd.org</a>		817.814.2285
<b>Secondary Contact</b>			
First name	M.I.	Last name	Title
Miguel		Garcia	Director – Fort Worth After School
Telephone #	Email address		FAX #
817.871.3192	<a href="mailto:Miguel.garcia24@fwisd.org">Miguel.garcia24@fwisd.org</a>		817.871.3162
<b>Part 2: Certification and Incorporation</b>			

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

**Authorized Official:**

First name Elsie	M.I. Schiro	Last name Schiro	Title Chief Financial Officer
Telephone # 817.814.2281	Email address <a href="mailto:Tracy.marshall@fwisd.org">Tracy.marshall@fwisd.org</a>		FAX # 817.814.2285

Signature (blue ink preferred)

Date signed

*Elsie J. Schiro 4/25/18*

Only the legally responsible party may sign this application

701-18-111-089

**Schedule #1—General Information**

County-district number or vendor ID: 220-905

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application. For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

**Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations**

**INSTRUCTIONS:** This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools).

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

**Section 1: Applicant Organization's Fiscal Year**

Start date (MM/DD):

End date (MM/DD):

**Section 2: Applicant Organizations and the Texas Statewide Single Audit**Yes ☐No ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 220-905

Amendment # (for amendments only):

**Part 1: Required Attachments**

No program-related or fiscal-related attachments are required to be submitted with this grant application.

However, please note that nonprofit organizations, excluding ISDs and open-enrollment charter schools, will be required to submit proof of nonprofit status (see General and Fiscal Guidelines, Required Fiscal-Related Attachments, for details) prior to TEA issuing a grant award.

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>Every Student Succeeds Act Provisions and Assurances</u> requirements.

**For TEA Use Only**

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By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 220-905

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The program will take place in a safe facility that is properly equipped and accessible to participants and family members.
4.	The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
5.	The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended by Section 1114, and the families of such students.
6.	Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local educational agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
7.	The community has been given notice of an intent to apply and that the application and any waiver request will be available for public review after submission of the application.
8.	The applicant will adhere to the level of services in the approved application and in the agreed-upon center operation schedules and will provide those services to eligible students through this and all continuation and renewal grant periods, as applicable. Applicant acknowledges that proposed amendments that reduce the level of services to below the Year 1 awarded application will be approved only in extreme or unusual circumstances and that failure to adhere to service levels and student targets will result in reduced funding during the subsequent continuation grant period. Grant funds remaining unexpended at the end of the expenditure reporting period for the grant award will not be made available by TEA to supplement continuation grant awards.
9.	Services for students and families will begin no earlier than the grant start date of August 1, 2018 and no later than September 4, 2018.

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**Schedule #2—Required Attachments and Provisions and Assurances (cont)**

County-district number or vendor ID: 220-905

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**

10.	<p>The applicant will adhere to a TEA-approved schedule that meets or exceeds program service requirements at each center and that provides a consistent and dependable schedule of weekly activities for all students enrolled. The applicant agrees to meet with TEA or its contractors after awards are announced and before the start date of the program to develop an approvable operation calendar for each center.</p> <ul style="list-style-type: none"> <li>• A minimum of 35 weeks per year across all terms, including summer. TEA will count only the weeks in which a center offered the minimum number of hours-per-week toward the 35-week total. Make-up hours will be credited. The week runs from Sunday through Saturday.</li> <li>• A minimum of five days per week for the fall and spring terms.</li> <li>• A minimum of 15 hours per week (applicants should not propose to offer more than 20 hours of programming per week). Note: Transportation time that exceeds 30 minutes per-day shall not be counted towards minimum hours-per-week of programming.</li> <li>• A minimum of six weeks and four hours per day, four days per week during the summer term. Continuous weeks are not required. Grantees may offer four weeks of summer programming during the grant period that ends July 31, 2019, but if approved, the grantee must offer two weeks of summer programming in the subsequent continuation period between August 1, 2019, and the first student attendance day for the 2019–2020 school year.</li> <li>• Hours dedicated to program activities for adult family members will not count toward student programming.</li> </ul>
11.	Services will be provided at no cost to participants. Grantees are prohibited from collecting fees, including late pickup fees or any other fee.
12.	Activities will be supervised at all times by qualified staff at adult to student ratios that meet or exceed TEC Chapter 25, Subchapter D requirements or other state required ratios as applicable.
13.	Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE© Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following four components during each term: academic assistance, academic enrichment, family and parental support, and college and workforce readiness (grades 9-12 only).
14.	Academic, academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need.
15.	All activities will occur at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Activities at a non-approved location, such as a feeder school, are unallowable and will not be charged to the grant.
16.	Grantee will offer families of students served by the program opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed. Activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students.
17.	All required staff positions will regularly participate in training and other opportunities offered by the Texas ACE© program. In addition, the grantee will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events.

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By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances (cont)**

County-district number or vendor ID: 220-905

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**

18.	Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.
19.	The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.
20.	Local grant programs will include the Texas ACE© logo in all outreach and communication materials and the grantee will comply with Texas ACE© branding guidelines.
21.	The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.
22.	<p>Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements. Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Feeder Schools, Activities, and Schedule data will be entered in August and will be updated as changes in any of the data occur. Center Operations data will be updated at the beginning of each term. Data entered in the system must support the approved application and operating schedule.</p> <ul style="list-style-type: none"> <li>• Participant and enrollment data will be entered in August or September, depending on the center schedule.</li> <li>• Attendance data will be entered daily or weekly.</li> <li>• Exception reports and data corrections will be completed and reviewed by the project director</li> <li>• Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st.</li> </ul>
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.
24.	Applicant will comply with any program requirements written elsewhere in this document.

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #3—Certification of Shared Services**

County-district number or vendor ID: 220-905

Amendment # (for amendments only)

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable. Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Fiscal Agent</b>				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
<b>Member Districts</b>				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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By TEA staff person:



**Schedule #3—Certification of Shared Services (cont.)**

County-district number or vendor ID: 220-905

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Member Districts</b>				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
<b>Grand total:</b>				

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On this date:

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By TEA staff person:



**Schedule #4—Request for Amendment**

County-district number or vendor ID: 220-905

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9812.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

#	Schedule #	Class/ Object Code	A	B	C	D
			Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
7.	Total direct costs:		\$	\$	\$	\$
8.	Indirect cost ( %):		\$	\$	\$	\$
9.	Total costs:		\$	\$	\$	\$

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 220-905

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.		<b>NA</b>	
4.			
5.			
6.			
7.			

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 220-905

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

FWISD has an eighteen-year history of providing afterschool programming under the umbrella of Fort Worth After School (FWAS). Currently, FWAS coordinates structured afterschool enrichment programs at 85 campuses, including 19 centers funded through 21st century learning center grants (FWISD has a Cycle 8 grant serving 9 campuses – scheduled to end in 2017-18 and Clayton Youth Services has a Cycle 9 grant serving 10 campuses). Despite sustained programming for over 9,500 students at elementary, middle, and high school sites, current programming serves only 11% of district students and needs additional resources to meet the 31,000+ students identified with ongoing academic and social needs.

The proposed project will provide services to ten Title 1 schools including one high school, four middle schools, two sixth grade centers, and three elementary schools. None of the proposed campuses was served in a Cycle 9 grant program. All campuses have more than 75% economically disadvantaged students, meeting the eligibility requirement for funding under this program, and 84% of students are classified as at-risk. Two of the targeted campuses are Focus campuses and four are Priority campuses (IR/Safeguards) meeting statutory priority points for grant funding. STAAR passing rates in the 2016-17 Texas Academic Performance Reports for each campus indicate large percentages of students in need of additional academic support in the areas of reading, writing, math, science, and social studies across multiple grade levels. All of these align directly with the goal and purpose of 21st Century grant. In addition, intentional effort was made to include two feeder campuses (1 sixth grader center and 1 middle school) for the selected high school so that programming may be aligned and scaffolded for students as they progress through school at these locations.

Historically, Fort Worth After School provides diverse, needs based, intentional activities that support students academically, as well as provide opportunities to learn new skills and does so at an average cost per student well below the national average for child care. The budget is based on a number of factors including the need to comply with established ratios of students to instructors of 20:1 for elementary schools and 15:1 for secondary schools. Funds for staffing and supplies are based on 15 hours of programming for 31 weeks during the school year and seven weeks in the summer and a variety of intentional activities which meet the needs and interests of students. Budget decisions were made with the desire to provide the most comprehensive programming for each grade level served based on identified needs and student interest. Secondary school programming must respond to student voice and choice while remaining age/content appropriate and directed at identified needs. Elementary school programming should also include student voice and choice but lessons may be longer in weeks to address student needs. Local funds will be used to provide additional fine arts, physical enrichment, social and emotional, maker's space and mindfulness programming.

A well-defined needs assessment process, developed over the last 18 years by administrative and evaluation staff, allows program staff to identify and target those students most in need of academic, social emotional, behavioral, and physical support. The needs assessment process is ongoing and data are updated regularly to assess progress and to make program adjustments to ensure that objectives are met. In addition to identifying academic and social needs of students, campus staff regularly poll students regarding desired activities. FWAS uses surveys, focus groups,

Prior Year FWAS Participant		Key to the Needs Assessment Data File	
ED	Economically Disadvantaged	Grades ELA	RED < 70% YELLOW = 70% 84% GREEN = 85% 100%
LEP	Limited English Proficient	Math	RED < 70% YELLOW = 70% 84% GREEN = 85% 100%
SE	Special Education	Science	RED < 70% YELLOW = 70% 84% GREEN = 85% 100%
AtRisk	At Risk designated by one of the 13 indicators	Social Stu	RED < 70% YELLOW = 70% 84% GREEN = 85% 100%
		Attendance Rates	RED < 92% YELLOW = 92% 95% GREEN = 95% 100%
		Discipline Rates	RED > 5 Referrals YELLOW = 1 to 4 GREEN = 0 Referrals
Example		Place an 'X' in any area for which the student will be targeted for assistance in 2016-2017	
Grade	Gender	Ethnicity	ED LEP SE AtRisk FWAS ELA MA SC SS Attendance Rate Referrals
06	M	H	1 1 1 1 1 63 72 59 70 90%

suggestion boxes and other means to encourage students to actively participate in activity planning. Program staff collaborates with school staff to determine how desired activities will align with school day instruction. Family Engagement Specialists have utilized written surveys, web-based polls such as Kahoot and expressed desire of specific activities from parents and school staff to create adult activities and theme nights.

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 220-905

Amendment # (for amendments only):

Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)

Grant period: August 1, 2018, to July 31, 2019

Fund code/shared services arrangement code:  
265/352**Budget Summary**

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$1,114,715	\$13,200	\$1,127,915
Schedule #8	Professional and Contracted Services (6200)	6200	\$23,000	\$0.00	\$23,000
Schedule #9	Supplies and Materials (6300)	6300	\$146,627	\$0.00	\$146,627
Schedule #10	Other Operating Costs (6400)	6400	\$59,600	\$0.00	\$59,600
Schedule #11	Capital Outlay (6600)	6600	\$0.00	\$0.00	\$0.00
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$1,343,942	\$13,200	\$1,357,142
5% indirect costs (see note):			N/A	\$67,858	\$67,858
Grand total of budgeted costs (add all entries in each column):			<b>\$1,343,942</b>	<b>\$81,058</b>	<b>\$1,425,000</b>

**Shared Services Arrangement**

6493	Payments to member districts of shared services arrangements	\$0.00	\$0.00	\$0.00
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**Administrative Cost Calculation**

Enter the total grant amount requested:	\$1,425,024
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result.	
This is the maximum amount allowable for administrative costs, including indirect costs:	\$71,251

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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By TEA staff person:

**Schedule #7—Payroll Costs (6100)**

County-district number or vendor ID: 220-905

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
<b>Academic/Instructional</b>				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
<b>Program Management and Administration</b>				
4	Project director (required)	1		\$65,000
5	Site coordinator (required)	10		\$450,000
6	Family engagement specialist (required)	1		\$45,000
7	Secretary/administrative assistant			
8	Data entry clerk			\$
9	Grant accountant/bookkeeper			\$
10	Evaluator/evaluation specialist			
<b>Auxiliary</b>				
11	Counselor			\$
12	Social worker			\$
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
<b>Other Employee Positions</b>				
19	Campus Monitor		1	\$4,650
20	Custodian		10	\$2,700
21	Title			\$
22	Subtotal employee costs:			\$567,350
<b>Substitute, Extra-Duty Pay, Benefits Cost</b>				
23	6112 Substitute pay			\$
24	6119 Professional staff extra-duty pay			\$444,936
25	6121 Support staff extra-duty pay			
26	6140 Employee benefits			\$102,429
27	Subtotal substitute, extra-duty, benefits costs			\$547,365
28	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>			<b>\$1,114,715</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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**Schedule #8—Professional and Contracted Services (6200)**

County-district number or vendor ID: 220-905

Amendment # (for amendments only):

**NOTE:** Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

**Professional and Contracted Services Requiring Specific Approval**

Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	
	Specify purpose:	\$
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		\$
<b>Professional and Contracted Services</b>		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Copier Lease	\$3,000
2	Evaluator	\$20,000
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
<b>b. Subtotal of professional and contracted services:</b>		\$
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		\$
<b>(Sum of lines a, b, and c) Grand total</b>		<b>\$23,000</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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**Schedule #9—Supplies and Materials (6300)**

County-District Number or Vendor ID: 220-905

Amendment number (for amendments only):

**Supplies and Materials Requiring Specific Approval**

Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval	\$146,627
Grand total:		\$146,627

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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By TEA staff person:



<b>Schedule #10—Other Operating Costs (6400)</b>		
County-District Number or Vendor ID: 220-905		Amendment number (for amendments only):
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$5,000
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing.	\$
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$5,000
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$49,600
<b>Grand total:</b>		<b>\$59,600</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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**Schedule #11—Capital Outlay (6600)**

County-District Number or Vendor ID: 220-905		Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost
<b>6669—Library Books and Media (capitalized and controlled by library)</b>			
1		N/A	N/A
<b>66XX—Computing Devices, capitalized</b>			
2			\$
3			\$
4			\$
5			\$
6			\$
7			\$
8			\$
9			\$
10			\$
11			\$
<b>66XX—Software, capitalized</b>			
12			\$
13			\$
14			\$
15			\$
16			\$
17			\$
18			\$
<b>66XX—Equipment or furniture</b>			
19			\$
20			\$
21			\$
22			\$
23			\$
24			\$
25			\$
26			\$
27			\$
28			\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>			
29			\$
<b>Grand total:</b>			<b>\$</b>

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**Schedule #14—Management Plan**

County-district number or vendor ID: 220-905

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the desired qualifications, experience, and any requested certifications of the primary project personnel projected to be involved in the implementation and delivery of the program. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Title	Desired Qualifications, Experience, Certifications (Quality of Management Plan)
1.	Project Director	Bachelor's Degree in education and related field, Preferred-Master's Degree in education or business. Strong communication, public relations and interpersonal skills. Experience: At least three years supervisory experience in an educational and/or nonprofit work setting. Experience in fiscal/budget management, data reporting, and management information systems, Demonstrated competence in program development and project management.
2.	Site Coordinator(s)	Bachelor's Degree in education or related field or 5+years working with high risk youth; Strong organization and time management skills; Excellent communication skills; Microsoft Office, Ability to communicate in native language(s) of program recipients
3.	Family Engagement Specialist	Associate Degree in education or related field; Must be familiar with the community and with support agencies; Must be adaptable to the needs of families in the program and able to work flexible hours including evenings.

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Objective	Milestone	Begin Activity	End Activity
1.	Improve Academic Achievement	1. Maintain or achieve higher core course grades	9/04/2018	6/01/2019
		2. Maintain or achieve higher overall grade average	9/04/2018	6/01/2019
		3. 95% or higher EOY grade promotion	9/04/2018	6/01/2019
		4. Monitoring of all grades at six week cycle	9/04/2018	6/01/2019
		5.		
2.	Increase Student Attendance	1. Maintain 95% or greater school attendance rate	9/04/2018	7/31/2019
		2. Increased school attendance for targeted students	9/04/2018	7/31/2019
		3. Monitor student attendance data weekly	9/04/2018	7/31/2019
		4. Ensure feedback and continuous improvement	9/04/2018	7/31/2019
		5.		
3.	Improve Student Behavior and Social Emotional Learning	1. Decreased discipline referrals for targeted students	9/04/2018	7/31/2019
		2. Improved Social Emotional attributes by EOY for targeted students	9/01/2018	7/31/2019
		3. Monitor discipline referrals via SIS	9/04/2018	7/31/2019
		4.		
		5.		
4.	Improve Quality of Professional Learning for Program Staff	1. All center and grant staff hired and processed	8/01/2018	7/31/2019
		2. Pre-service and ongoing training for key areas identified through observations and monthly meetings	8/1/2018	7/31/2019
		3. Regular observations and monthly meetings	8/01/2018	7/31/2019
		4.		
		5.		
5.	Increase Family Outreach	1. Program orientation meeting for parents	8/30/2018	7/31/2019
		2. Regular family events and ongoing classes	8/30/2018	7/31/2019
		3. Parent center/information board	9/04/2018	7/31/2019
		4. Parent Interest Survey	8/30/2018	5/01/2019
		5. Parent End of Year Survey	2/01/2019	3/01/2019

**Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

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By TEA staff person:

**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 220-905

Amendment # (for amendments only):

**Statutory Requirement 1:** Describe how the eligible entity evaluated community needs and resources. Describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address those needs. Specifically address the needs of working families. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

**Need for the Proposed Program.** Each FWISD campus is required to conduct an annual Campus Needs Assessment (CNA). The needs assessment identifies academic, social, emotional, and behavioral needs of the students. Campus administrators create a Campus Educational Improvement Plan (CEIP) based on identified needs. Additionally, staff reviewed the 2016-2017 Texas Academic Performance Reports (TAPR) to identify campuses in need of improvement. The ten campuses selected for this application include one (1) High School, four (4) Middle Schools, two (2) Sixth Grade Centers, and three (3) Elementary Schools. Two of the campuses are Focus campuses (Southwest HS and Wedgwood MS) and four are Priority campuses (IR/Safeguards). STAAR passing rates in the 2016-17 Texas Academic Performance Reports for each campus indicate large percentages of students in need of additional support in the areas of reading, writing, math, science, and social studies across multiple grade levels. Test scores in addition to student core course passing rates, discipline referrals, and attendance rates indicate groups of students in need of ongoing academic support and enrichment.

Current enrollment at these ten campuses is 7,776 students. Free/Reduced lunch rates range from 56.3% at the high school to a high of 88.2% at an elementary school and 75% across all currently enrolled students. Approximately 31% of the students at the targeted campuses are Limited English Proficient, and 10% of enrolled students participate in Special Education. Eighty-four percent of the enrolled students are considered at-risk.

In addition to reviewing CEIPs to target campuses with high need, Fort Worth After School staff use additional student level data to target individual students for participation in afterschool programming. At the beginning of each school year, staff review prior year academic and campus climate data. Individual student level data include core course grades, school attendance, discipline referrals, STAAR, and all demographic data (Limited English Proficiency status, Bilingual program participation, At Risk status, Homeless status, Military connected, Special Education, and any other student level data that is available for review). The student data file is color coded to allow school and program staff to quickly identify students in need of services or additional support. In addition to academic data, staff review other student characteristics such as whether or not the student is latchkey, shy, in need of social-emotional or other behavioral supports.

At the beginning of each program year, targeted grade level teachers will be asked to rank the needs of students (low, medium, and high) on Texas Essential Knowledge and Skills Strands across all subject areas. Students will be asked to rank their interest in a variety of physical, fine arts, STEM, and other activities to gauge areas of interest for activity ideas. The types of activities found in high quality afterschool programs can provide opportunities to students who might otherwise be home alone or unsupervised.

Based on identified academic and behavioral needs across the ten campuses, planned program strategies and activities will use several academic and community resources to provide academic support in key areas of literacy, math, and science. Partnerships with the University of North Texas Health Science Center, as well as local government and non-profit agencies assist the school and program staff in providing unique, quality opportunities to participants.

One of the greatest needs in Fort Worth is for students and families to have safe, quality programs between the hours of 3:00 to 6:00 PM. These are the hardest times for working parents who cannot be home to care for their children at school dismissal. With afterschool programs at local schools, parent anxiety over the care of their children is lower and they are able to concentrate on their work. In addition, afterschool programs can bridge the gap between parents and schools by improving communication between teachers and parents.

We assure that this program was developed and will be carried out, in active collaboration with the schools that participating students attend, including the sharing of relevant data among the schools and any partners in compliance with laws relating to privacy and confidentiality aligned to state and local academic standards

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 220-905

Amendment # (for amendments only):

**Statutory Requirement 2:** Describe the planned partnership between the applicant and the proposed eligible partner organization(s) including how the partnership will contribute to achieving stated objectives and sustaining the program over time, or provide evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements. *Check the box that applies to this application.*

**Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

☐ This applicant is part of a planned partnership.

☒ This applicant is unable to partner.

Fort Worth ISD proposes that all ten-campus programs are managed directly by Fort Worth After School staff. This decision is based on evidence related both to the track history of the Fort Worth After School program with eighteen years of providing direct after school programming as well as feedback from campus leaders and teachers about their preference and experience in the type of management model used at these targeted campuses. Evidence shows that middle and high school participants prefer working with staff from the school and outcomes show that these connections are often positive for both the after school program as well as during the regular school day.

FWISD currently collaborates with several community-based organizations to provide overall management of the 85 sites including Clayton at twenty-five locations, Camp Fire at one location, City of Fort Worth at three locations and YMCA at eight locations. FWAS collaborated in a variety of ways with over 175 organizations during the 2016-2017 school year. That number will grow during the 2017-2018 school year. Volunteers have included Lockheed Black Engineers Association for coding at elementary, middle schools, Hispanic Engineers Association of Lockheed, and Bell Helicopter providing the life skills coaching.

Fort Worth ISD will collaborate with many community-based organizations in support of programming at the ten schools selected for this proposal. Examples of services include college and career planning, job shadowing and mentoring and other out-of-school experiences that students need as part of a well-rounded educational plan. As part of the procurement process, the district will prepare a Request for Proposal (RFP) for all contracted services and follow all Education Department General Administrative Regulations (EDGAR) in these processes including three quotes for purchases over a certain threshold. Fine arts providers include En Pointe Movementz, Big Thought, Thank you Darlin Foundation, and Rose Marine Theatre. Physical enrichment include unlimited education, sports, and Round One Boxing. Life skills providers include: Girls on the Run and Girls Inc. and many others. There are currently 29 approved partial service provider for enrichment classes.

The community has been given notice of Fort Worth ISD's intent to apply and the application and any waiver request will be available for public review after submission of the application.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 220-905

Amendment # (for amendments only):

**Statutory Requirement 3:** Describe how the proposed program will impact performance, attendance, discipline referrals, advancement, and, if applicable, high school graduation rates and career competencies. If the program proposes to impact additional local measures or objectives, state those here and describe how the program is designed to impact those. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

**Quality of the Program Plan:** The proposed program seeks to improve academic performance and attendance, reduce discipline referrals, and improve grade promotion. There are **three primary ways that afterschool programs, specifically those in Fort Worth ISD can impact student academic performance, attendance, discipline referrals, and grade promotion to meet outcomes in these key areas: Targeting Students in Need, Alignment to the school day, and Engaging students and parents.**

**Targeting Students in Need:** Programs can only impact performance when activities are planned to meet specific student needs. Over the last eighteen years, Fort Worth After School has refined the process for identifying students with academic, behavioral, physical, or social emotional needs. Latchkey students or those home alone, students falling behind others academically, or students in need of learning better strategies for dealing with adverse situations are those most in need of services offered by out-of-school time programming. Unless you target students with poor performance, you cannot expect to see improvement in the targeted areas. It is a program requirement at each campus to target at least 10% of the student participants who have received multiple referrals that require some type of student support system intervention. The needs assessment system put in place by Fort Worth After School allows staff to review multiple data points, including grades, attendance, referrals, STAAR results for test grades, and other risk areas (Homeless, LEP, ESL, Special Education, as well as contact with intervention specialists or counselors). Needs assessment in conjunction with strategic meetings with teachers and administrators to identify students and families are key to successful impact.

**Alignment:** Activities must be planned at each center within the Texas 21<sup>st</sup> ACE four activity components (academic support, enrichment, college and career readiness, and family engagement) and designed to specifically to meet the identified academic, physical, and social emotional needs of targeted students. The identified academic needs of students at the selected sites are predominantly reading/literacy and math related, indicating the greatest way to impact academic performance is to align embedded academic content to specific math and reading TEKS as well as other teacher identified needs. Aligning activities to specific curricula allow students to gain additional support for school day learning. After school, programs in FWISD have prior experience aligning activities to school day learning and have had success in improving outcomes for targeted students in core course grades, school day attendance, classroom behavior, as well as other areas. It is crucial that teacher voice and careful review of academic data and annual campus needs assessments are conducted so that activities offered at each center are tailored to specific needs. Periodic feedback through site based decision-making teams and regular meetings with campus administrators and teachers allow programs to be adjusted as needs are met and new needs are identified.

**Engagement:** In addition to student identification and alignment, afterschool research and prior results in Fort Worth After School programs indicate that persistent attendance of 90 or more day's results in greater impact on academic performance, attendance, discipline referrals, and grade promotion. In order to achieve 90 or more day participation among students, it is imperative that activities are engaging and interesting to students and family members. Currently, district campuses with Fort Worth After School programs use interest surveys and focus groups to gather information from students and parents. Typically, program attendance is higher in elementary and drops off in middle and high school. Program staff will need to find the right balance of new activities and known activities that keep students returning to the program. As the students move from elementary to middle to high school, the greater opportunity for student choice and voice, the more likely students will be to continue coming to the program.

Finally, the last key piece of ensuring program impact in academic performance, attendance, discipline, and grade level promotion is communication and ongoing monitoring. Planned monthly meetings, interim data reports, monitoring program activities and quality, and hiring and training quality staff are critical to ensuring that the program can impact all outcome areas. An online system to document center/activity observations expedites information to frontline staff so that program adjustments can be made in real time.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 220-905

Amendment # (for amendments only):

**Statutory Requirement 4:** Explain how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, positive youth development of the students, and, if applicable, postsecondary and workforce preparation. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Much of the research on afterschool points to the fact that programs differ depending on needs of children, the community, and the resources available. Despite these differences, there are specific practices that are seen across most programs. The district uses **best practices** by following the **four key factors** for promising program quality: **Intentional programming/Strong program design, Staff quality, Effective partnerships, and Program evaluation and improvement** (Taking a Deeper Dive into Afterschool: Positive Outcomes and Promising Practices, Afterschool Alliance, 2014).

**Intentional programming/Strong Program Design:** the first key to successful programs is to follow CASEL model for designing programs- S.A.F.E. (Study of Promising After-School Programs, Vandell et.al., 2004). Activities should be **Sequenced, Active, Focused, and Explicit**. Sequencing allows activities to be broken down into components to allow students to learn, develop, connect, and master skills; activity components should start in smaller, easy to learn tasks, and become more challenging as students' progress. Using active-learning strategies allows students to participate in more hands-on activities that keep students engaged in the learning process. Using appropriate timing and resources students can focus on skill development. Finally, learning goals for each activity should be explicit, clear, and relayed to youth in ways that they can be understood. Staff at all Fort Worth After School programs are required to submit lesson plans for each activity offered in the program. This ensures that the S.A.F.E. model is followed and that activities are intentionally planned with specific learning goals in place. Lesson plans will be reviewed by the site supervisor and academic liaison to check for school day alignment, core content/TEKS, and resources needed to conduct the activity (space and materials). Programs should utilize a variety of programming to maintain student engagement.

**Staff Quality:** Programs cannot operate without quality staff who invest in building relationships with youth. Fort Worth After School programs focus on hiring and training staff who have a genuine interest in working with district students. In addition, programs maintain a 1:15 staff to student ratio at the elementary school levels and 1:20 for middle and high schools. This ensures that staff have time to build supportive relationships with students and create open dialogue. High quality programs and well-trained staff reduce turnover and improve outcomes ("A Practitioner's Guide: Building and Managing Quality Afterschool Programs," Jordan, 2009). Fort Worth After School staff are trained in Restorative Practices and best practices are used throughout the sites. Activities will be supervised at all times by quality staff at adult to student ratios that meet or exceed TEC Chapter 25, Subchapter D requirements.

**Effective Partnerships:** The relationship between students, parents, schools and communities creates a web of support for the student. The program will use quality family events to build a bridge between the school and family. In addition, partnering with community organizations allow families and students to gain greater understanding of resources in their neighborhood and broader community. Program leadership learned in year one that afterschool programs are a partner in student achievement, not the cause of student achievement. Because leadership understands the importance of partnerships, the program has been sustained over 18 years and continues to be a partner in supporting students and student outcomes.

**Program Evaluation and Improvement:** Continuous improvement has been built into Fort Worth After School since its inception in 2000. The evaluation model has included both formative and summative evaluation components across all years. Formatively, the program uses site observations, interim data reports, and ongoing meetings as a constant means of data collection and review. This consistent review of data allows program leadership to make changes throughout the program year addressing any issues or concerns and keeping the program on track to meet outcomes. In addition, all stakeholders are involved in the evaluation process as student, parent, staff, principals, and classroom teachers are important voices in the continued success of the program and achievement of student outcomes. The program will use annual surveys of all stakeholders to ensure that the needs of students, parents, and schools are being met. Academic, academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 220-905

Amendment # (for amendments only):

**Statutory Requirement 5:** Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Afterschool research indicates that quality programs that target students with highest need, are aligned to school day learning, and engage students and families result in improved academic achievement and overall student success. While there is no magic bullet when it comes to specific activities, research generally points to a combination of academic, enrichment, cultural, and recreational/sports activities that are structured and engaging are most successful. One such study focused on the benefits of "extracurricular" activities and indicate that students who participate have better grades, are more attached to school, have lower truancy rates and reach higher levels of achievement in college ("Extra Benefits Tied to Extracurriculars," Education Week, October 2000).

Program quality and duration are supported by multiple studies, including the Study of Promising After-School Programs (Vandell, Reisner, & Pierce, 2007) and the Longitudinal Study of Program Quality (Pierce, Bolt, & Vandell, 2010). Additionally, the Fort Worth After School program has been in place over the last 18 years, a significant study was conducted to examine the effect of persistent afterschool participation on student academic achievement. Data indicated that the more years and the more days per year a student participated in the program (regardless of the location of the program), they were more likely to pass core courses, have better school attendance, and receive fewer discipline referrals compared to those students who stopped attending or were unable to attend due to a lack of programming at their campus, ("Examining the Relationship between Persistence in Attendance in an Afterschool Program and an Early Warning Index for Dropout," King, Dissertation, 2013). Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. Activities will be intentionally designed to address student needs and student voice, aligned with state standards using the Texas ACE planning tool and lesson plan worksheets. Activities will reflect academic assistance, academic enrichment, family and parental support, and college and workforce readiness.

Activities found in most quality afterschool programs are based on student/community needs as well as student, parent, and staff voice. The proposed program activities will align directly to needs identified at the 10 selected campuses (which will include math, reading, and other areas of concern) and should be created based on the interests of the students who will be enrolled at the campus at the time of programming. Generally, the types of activities found in quality programs include tutoring, supplemental instruction in core content areas, fine arts, community service or service learning, project based learning, computer instruction, dance, homework assistance, and leadership activities, ("The Afterschool Business-to-Business Tool Kit," Corporate Voices for Working Families, N.D.).

The campuses receiving funding through this grant would be invited to participate in district wide Fort Worth After School Events such as the Road Warrior Soap Box Derby, where students build soap box cars out of recycled materials and race at an annual event; the annual Cardboard Boat Regatta sponsored by River Legacy and held at Six Flags Hurricane Harbor; Fort Worth After School Leadership Camp; Lights on for After School; Star Idol; and numerous projects held throughout the school year that allow students to participate in a variety of hands-on learning. Because program quality reinforces improved academic achievement and overall success, an emphasis is placed on quality and duration regardless of the activity type. Activities are expected to change frequently to engage youth and families, provide unique opportunities, and cater specifically to student needs and interests. To ensure quality, the afterschool staff will conduct regular observations, provide ongoing professional development for staff, and hold regular meetings with campus administrators. The online observation system in Fort Worth After School provides immediate feedback to program staff and administrators and drives continuous improvement for the program. Stakeholders are surveyed annually to gather feedback from students, parents, staff, principals, and classroom teachers. These surveys provide insight on successes and issues in program activities, staff, and resources that can be addressed regularly.

Student outcomes are also monitored frequently to ensure that program activities are meeting the needs of students. Reports containing student grades, attendance, and discipline referrals are reviewed by program staff to determine changes in academic content or other areas that need to be addressed so that the program can meet expected outcomes by the end of the school year. Prior 21<sup>st</sup> ACE programs provided by Fort Worth ISD have resulted in positive outcomes for targeted students in core grades, school attendance, as well as behavior (King, Witt, et.al. evaluation reports for programs funded through Cycles 1, 2, 3, 4, 5, 6, 7, and 8).

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 220-905

Amendment # (for amendments only):

**Statutory Requirement 6:** Describe the applicant's plan to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Fort Worth After School currently uses multiple strategies to market the program and encourage community support and sustainability. In addition to signage, letters and flyers are sent to student homes (English & Spanish), and targeted telephone recruiting is conducted by staff. Fort Worth After School will conduct the activities below which will be incorporated in the dissemination plan to provide regular and on-going communication of the after-school program to the wider community:

**Website** – This website has pertinent information regarding the program such as historical beginnings, FWAS locations, types of programming, hours of operation, operating imperatives and contact information. Campuses also create pages on their own website about specific site information. **Social Media** – stories, photographs, infographics, pictures, events, and enrollment information will be shared on Facebook, Instagram and Twitter both using District social media posts as well as campus specific postings. Nextdoor is a private social network for specific neighborhoods that will be used to target families around the school sites. **Advertising** – The district uses the outside of school and city buses to communicate after school options for students and families. **Newsletter** – The infographics is distributed to all City Council, Board of Trustees members, senior FWISD staff and prominent advocacy groups, neighborhood associations, local churches and other vital stakeholders i.e. elected officials. **Monday Message, school marquees, bulletin boards** – a weekly communication tool to school staff, families, and students about upcoming events and options for support as well as posting information on school marquees and bulletin boards. **Brochure** – Brochures are mailed to stakeholders such as prominent business and community leaders. **Speaker's Bureau** – Fort Worth After School staff is available to present program statistics and vital information to local non-profit groups and governmental agencies. **External Evaluation** – The evaluation has been disseminated to many different organizations as well as locally elected officials. This document contains valuable information regarding the significance and the impact of after school programs. Vital statistical data such as program demographics and achievement rates among all program participants are a part of this document. The evaluation has been constructed so information can be extracted with ease and provides justification for future funding. **Lights On! Afterschool** – FWAS hosts a major art display in high-visibility areas of Fort Worth. The purpose of the event is to raise public awareness of the importance of after school programs.

All materials will be provided in English and Spanish as well as other languages prominently used by families at the targeted campuses. Fort Worth ISD provides translation services for events, meetings, and other programming. Local grant programs will include the Texas ACE© logo in all outreach and communication materials and the grantee will comply with Texas ACE© branding requirements.

Key elements of ensuring regular and enthusiastic participation by youth and families include all of the above, but experience has shown that best results are achieved through a very heavy emphasis on attractive programming and personalized recruitment with the following strategies: Provision of student-friendly activities that are differentiated from school-day offerings: The most important element of the recruitment plan is to have activities that appeal to the potential participants. School administration commitment to, and involvement in, recruitment: Teachers are encouraged to participate in and promote the program throughout the year, as well as referring students with specific needs for specialized services. Regular feedback is provided between school staff and after school staff through the Site Coordinator and teachers who are heavily involved in teaching capacities and school counselors who are involved with both recruitment and service provision.

We assure that the application or any communication does not contain any information that would be protected by the FERPA from general release to the public. Families of students participating in the program will be engaged in their children's education and opportunities for literacy and related educational development will be offered. Immediate family members of regular participants will attend 6, at a minimum, school/program functions. These activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID 220-905

Amendment # (for amendments only)

**Statutory Requirement 7:** Please describe the transportation needs of participating students and how students participating in the program will travel safely to and from the center(s) and home. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Students participating in the program will travel safely to and from the center and home following Fort Worth ISD student code of conduct. To ensure that all students are able to stay at school and participate in the after school program, Fort Worth ISD will use grant funds to provide bus transportation at five of the ten campuses targeted including the one high school. During the needs assessment process, the other five campus leaders either committed to use district resources to meet student transportation needs or other transportation means are provided by families in the neighborhood. The program will use designated pick up and drop off locations as identified by the campus leadership team and security professionals. Fort Worth After School staff will monitor students who enter the bus to ensure parents that their students are on the correct bus and monitored at all times for their safety. Staff requires participants to sign in and out of the program.

During the program registration process, parents are required to document their transportation choices including options to allow a student to ride the bus, retrieved by a parent or walk home. Fort Worth After School staff is trained at the beginning of the school year in procedures related to student safety and transportation and these procedures are documented in programming guidelines. Best practices include:

- Remind students to never walk behind a bus.
- Students should stay at least five large steps away from the bus when it approaches a stop and after they exit.
- At school, adults must be present to supervise loading and unloading procedures.
- Students should be counted when entering and exiting the bus to ensure that all children are safe and accounted for.
- No child is allowed to stand in the bus or sit on the floor while in operation
- Newer buses are equipped with three-point seat belts
- Walkers should always stay on the sidewalk and use routes that have been identified as safe routes by the school and city officials. The North Central Texas Council of Governments (NCTCOG) has awarded more than \$3.2 million to the City of Fort Worth in partnership with Fort Worth Independent School District and Blue Zones Project, a community-led well-being improvement initiative. Funding will be used over the next three years to install infrastructure improvements in and around seven Fort Worth schools, identified as some of the most in need of safety upgrades.
- Before crossing the street, stop and look left, right and left again to see if there are cars coming

Fort Worth After School Director also requires each site to have, at a minimum, an individual that is certified in lifesaving techniques (CPR, First Aid). Fort Worth After School staff also partners with the FWISD nurses to provide training regarding food and blood borne pathogens. All sites are required to have a first aid kit on site in the event of an accident.

We assure that the program will take place in a safe facility that is properly equipped and accessible to participants and family members. All activities will occur at an approved center or during an approved field trip. Activities at a non-approved location are unallowable and will not be charged to the grant.

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County-district number or vendor ID: 220-905

Amendment # (for amendments only):

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### Requirements to Ensure Qualified Persons to Serve as Volunteers

- ## Forms of Valid Identification for Background Checks

- ## Application Process

FWAS staff uses R.T.R.R. for all volunteers. They Recruit the volunteers, they Train the volunteers, which included the art of flexible program and planning for contingencies, they Recognize the volunteers, and they Retain the volunteers.

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**Statutory Requirement 9:** Describe a preliminary plan for how the community learning center will continue after funding under this grant ends, including how the resources provided by this grant will assist the program in local sustainability efforts. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

An additional resource for planning for sustainability is the **FWAS Coordinating Board**, which consists of 13 representatives from a number of public and non-profit agencies including representatives of the City of Fort Worth, FWISD and the local community. Within this group, three of the five community positions are at-large community members drawn from a range of professions, including legal, financial, health, media, and foundations to provide expertise in several key areas. This group regularly reviews program evaluation data, makes recommendations, monitors the budget and attends FWAS events. **Regular FWAS Coordinating Board meetings are publicized and open to the public and community organizations for feedback, suggestions and questions regarding FWAS programming.** We assure that the coordinating board is charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership is diverse and qualified to provide support efforts to increase the quality and visibility of the program in the community. We assure that program funds will supplement, and not supplant state mandates, State Board of Education rules, and activities previously conducted with state or local funds.

By TEA staff person:

County-district number or vendor ID: 220-905

Amendment # (for amendments only)

Based on positive evaluation findings, FWISD is committed to the sustainability of gains made through Texas 21<sup>st</sup> Century Community Learning Center activities. In the past, the District has been successful in identifying funding sources to support sustainability of grant funded projects. State and Federal grant funds have been key, and FWISD plans to continue to aggressively seek additional grant awards. The Senior Officer of Grants and Development will lead the search for funding to support aspects of the project that require ongoing funding. The Assistant Superintendent of Student Support Services and the Director of Fort Worth After School will ensure that research-based system reforms will continue to be implemented with fidelity after the grant ends.

We assure that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. We assure that program services and activities to be funded from this grant will be supplemental to existing services and activities. All required staff positions will regularly participate in training and other opportunities offered by the Texas ACE© program. In addition, Fort Worth ISD will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events. We agree to cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.

Funding Source	Amount
Local Funds	\$1,794,164
CCLC	\$1,300,000
Foundation Funding	\$724,000
21st CCLC Cycle (10)	\$1,425,000

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 220-905

Amendment # (for amendments only):

**TEA Program Requirement 1:** Enter center-level information requested for each of the proposed centers.

Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
Southwest High School 4100 Altamesa Blvd Fort Worth, TX 76133		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input checked="" type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 12	
9-digit campus ID number:	220905014				
Cost per student	\$566				
"Regular" student target (to be served 45 days or more annually):	110	Parent/legal guardian target (in proportion with student target):		20	
		Feeder school #1	Feeder school #2	Feeder school #3	
Campus name					
9-digit campus ID number					
Estimated transportation time					
Wedgwood 6 <sup>th</sup> Grade 4212 Belden Avenue Fort Worth, TX 76132		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input checked="" type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 only <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
9-digit campus ID number:	220905043				
Cost per student	\$661				
"Regular" student target (to be served 45 days or more annually):	120	Parent/legal guardian target (in proportion with student target):		50	
		Feeder school #1	Feeder school #2	Feeder school #3	
Campus name					
9-digit campus ID number					
Estimated transportation time					
Kirkpatrick Middle School 3201 Refugio Avenue Fort Worth, TX 76106		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
9-digit campus ID number:	220905049				
Cost per student	\$570				
"Regular" student target (to be served 45 days or more annually):	120	Parent/legal guardian target (in proportion with student target):		50	
		Feeder school #1	Feeder school #2	Feeder school #3	
Campus name					
9-digit campus ID number					

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Estimated transportation time			
<b>Schedule #17—Responses to TEA Program Requirements (cont.)</b>			
County-district number or vendor ID: 220-905		Amendment # (for amendments only):	
<b>Center 4</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>
	W.A. Meacham Middle School 3600 Weber Street Fort Worth, TX 76106		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input checked="" type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR
	9-digit campus ID number:	220905051	<b>Grade levels to be served (check all that apply):</b> <input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	Cost per student	\$570	
	"Regular" student target (to be served 45 days or more annually):	120	Parent/legal guardian target (in proportion with student target): 50
<b>Center 5</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>
	Wedgwood Middle School 3909 Wilkie Way Fort Worth, TX 76133		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input checked="" type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR
	9-digit campus ID number:	220905060	<b>Grade levels to be served (check all that apply):</b> <input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	Cost per student	\$661	
	"Regular" student target (to be served 45 days or more annually):	120	Parent/legal guardian target (in proportion with student target): 50
<b>Center 6</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>
	Rosemont 6 <sup>th</sup> Grade 3908 McCart Avenue Fort Worth, TX 76110		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input checked="" type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR
	9-digit campus ID number:	220905067	<b>Grade levels to be served (check all that apply):</b> <input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 only <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	Cost per student	\$570	
	"Regular" student target (to be served 45 days or more annually):	120	Parent/legal guardian target (in proportion with student target): 50

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Estimated transportation time					
<b>Schedule #17—Responses to TEA Program Requirements (cont.)</b>					
County-district number or vendor ID: 220-905				Amendment # (for amendments only):	
<b>Center 7</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>
	Jean McClung Middle School 3000 Forest Avenue Fort Worth, TX 76112		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input checked="" type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	9-digit campus ID number:	220905070			
	Cost per student	\$661			
	"Regular" student target (to be served 45 days or more annually):	120	Parent/legal guardian target (in proportion with student target):		50
		Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name				
	9-digit campus ID number				
Estimated transportation time					
<b>Center 8</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>
	E.M. Daggett Elementary School 958 Page Avenue Fort Worth, TX 76110		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input checked="" type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	9-digit campus ID number:	220905119			
	Cost per student	\$584			
	"Regular" student target (to be served 45 days or more annually):	150	Parent/legal guardian target (in proportion with student target):		60
		Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name				
	9-digit campus ID number				
Estimated transportation time					
<b>Center 9</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>
	Rufino Mendoza Elementary School 1412 Denver Avenue Fort Worth, TX 76164		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	9-digit campus ID number:	220905121			
	Cost per student	\$584			
	"Regular" student target (to be served 45 days or more annually):	150	Parent/legal guardian target (in proportion with student target):		60
		Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name				
	9-digit campus ID number				

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REA #701-18-111; SAS #227-12

**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 220-905

Amendment # (for amendments only)

**TEA Program Requirement 2:** Describe the proposed management, center operations, and corresponding budget plan. Explain how the plan will help meet the program objectives and student service targets. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Fort Worth After School staff will oversee all Cycle 10, Year 1 operations with a dedicated, full-time Project Director to oversee the ten campuses selected for this proposal. Site Coordinators will oversee all programming at their respective campuses also dedicated 100% to the project. Fort Worth ISD teachers and part-time hourly employees will oversee specific programming. All staff will be required to participate in a rigorous interview process for programmatic positions taking into account past experience working in Fort Worth ISD, after school enrichment experience as well as complete a Zero Risk Assessment which provides insight to identify top talent and right fit factors.

For consistency throughout the feeder patterns, Fort Worth After School sites operate within the same basic calendar schedule. The following schedule provides a **minimum of 35 weeks of programming** and matches the school year calendar closely to ensure that working family's needs for safe before and after school activities are met. Program dates are as follows:

Fall Term: Sept 4 (no later than), 2018 - December 19, 2018 (14 weeks) X 15 hrs./week = 210 hours (a minimum of 5 days/week/ 15 hours per week)

Spring Term: Jan 9, 2019 - May 17, 2019 (16 weeks) X 15 hrs./week = 240 hours (a minimum of 5 days/week)

Summer Term: June 3, 2019 - June 19, 2019 (6 weeks, 4 hours/day, four days per week). No programming week of July 1-5, 2019.\*

Individual sites will determine the daily activity schedule based upon the identified needs of the targeted student population and any other programming at the site to help meet program objectives and student service targets. The following is a preliminary schedule to be refined during planning. Adults participating in programming will not count toward student programming.

Site	Morning	Afternoon	Hours per Week	Summer
1. Southwest HS	7:00 – 8:00 am	3:50 – 5:50 pm	15	June 3 – July 19 M-TH 8:30 -12:30
2. Wedgwood MS	8:00 – 9:00 am	4:20 – 6:20 pm	15	June 3 – July 19 M-TH 8:30 -12:30
3. Rosemont 6 <sup>th</sup> Grade	8:00 – 9:00 am	4:20 – 6:20 pm	15	June 3 – July 19 M-TH 8:30 -12:30
4. Wedgwood 6 <sup>th</sup> Grade	8:00 – 9:00 am	4:20 – 6:20 pm	15	June 3 – July 19 M-TH 8:30 -12:30
5. Meacham MS	8:00 – 9:00 am	4:20 – 6:20 pm	15	June 3 – July 19 M-TH 8:30 -12:30
6. Kirkpatrick MS	8:00 – 9:00 am	4:20 – 6:20 pm	15	June 3 – July 19 M-TH 8:30 -12:30
7. McClung MS	8:00 – 9:00 am	4:20 – 6:20 pm	15	June 3 – July 19 M-TH 8:30 -12:30
8. Rufino Mendoza ES	N/A	3:00 – 6:00 pm	15	June 3 – July 19 M-TH 8:30 -12:30
9. D. McRae ES	N/A	3:00 – 6:00 pm	15	June 3 – July 19 M-TH 8:30 -12:30
10. Daggett ES	N/A	3:00 – 6:00 pm	15	June 3 – July 19 M-TH 8:30 -12:30

Site supervisors will work closely with campus staff, including teachers, library staff and tutors to develop **innovative instructional techniques for academic and enrichment activities**. This will encourage students to attend regularly (**behavioral change**) and participate in activities that will have a positive impact on their academic success. It will also provide an opportunity for students and teachers to develop relationships around shared interests that will enrich classroom interaction and increase the number of positive interactions for both student and teacher. Teachers involved in after school programming will be able to **mentor and advocate** for students as needed and according to best practices.

Budget plan per campus includes \$52,500. This results in a cost per participant ranging from \$566 to \$661 significantly below the threshold of \$1000 per student in the grant guidelines. We agree to provide these same services through this and all continuation and renewal grant periods with no plans to reduce the level of services to below the Year 1 awarded application. Services will begin no earlier than August 1, 2018 and no later than September 4, 2018 at no cost to participants.

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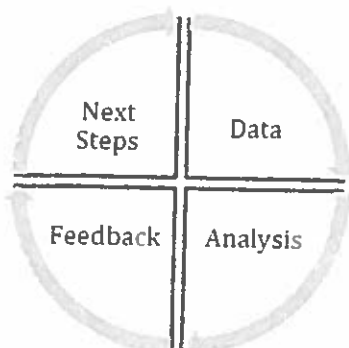
By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 220-905

Amendment # (for amendments only):

**TEA Program Requirement 3:** Describe the proposed program evaluation plan, including a description of how program evaluation results will be used to improve program operations and quality. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**



**Quality of the Program Evaluation:** The evaluation plan is based on a continuous improvement model and requires ongoing monitoring to observe implementation and progress toward student outcomes. Key feedback sessions will be held throughout each programming year to provide oversight and training on key deliverables. Each feedback session will identify areas of successes and issues as well as next steps. Specific sessions will include beginning of year needs assessment/data review, Logic Model Training and center level Logic Model creation, two sessions to review program implementation and participation, and a final review with the site supervisors and project director to summarize program successes and areas for improvement. Each session is designed to create open dialogue between the evaluator, site supervisors, and project director in order to address any issues or problems identified through data review or specific campus needs.

A key element in the ongoing evaluation are regularly conducted site observations (using the Fort Worth After School Site Observation Rubric – much like the YPQA) and meetings at each of the ten centers to ensure that quality programming is delivered based on the logic model. These observations and meetings are conducted and documented by the project director. Data from observations are sent to campus administrators and project staff through an automated system at the completion of each observation and will be discussed in scheduled meetings to identify solutions for any issues. Meetings and observations are critical in improving program operations and quality throughout the program year as issues arise. Data are monitored and available via an online reporting system.

The research design for the evaluation at the grantee and center levels is descriptive. Comparisons will be made using logistic regression to examine program participation dosage on selected academic outcomes. Outcomes will also be compared across Regular Participants, Targeted Participants, and other campus students. Data and reports will include Center Logic Models, any required TEA Reports, School Attendance, Core Grade Average, Course Grades (Math, Reading/ELA, Science, and Social Studies), Discipline Referral data, Site Observation data, Student Pre/Post Social Emotional Learning Survey, and Stakeholder Surveys (Student, Parent, Staff, Principal, and Classroom Teacher - Random sample). Surveying key stakeholders of the program provides feedback from students, parents, staff, and school staff. Allowing all parties to have a voice in identifying successes and issues helps program staff make adjustments to activities or quality to better meet the needs of the targeted students. Students have the opportunity to indicate what they like and dislike about the program, as well as make suggestions for future activities. Campus administrators have the opportunity to reflect on the alignment of the program to campus needs as well as suggest areas for improvement. Data are collected via an online system that allows site staff, project director, and the evaluator to monitor real time results.

All data collected will be provided in a report to stakeholders and will also be available via an online reporting system within Fort Worth ISD. The internal dashboard will allow sites to monitor student and program process throughout the school year in order to make adjustments to activities as needed. The report will provide key outcomes and will compare outcomes to identified needs. The report will make recommendations for improvement and data will be reviewed with project staff to develop next steps for improving the program. Outcomes will be compared to campus needs and activities adjusted in areas where improvement was not made. Reports will be made available for district leadership as well as community members. The evaluation will also complete any required reporting for TEA as required by funding. We agree to submit logic models, sustainability plans, program evaluation reports, and other documentation as required by TEA. We will adhere to the Texas 21<sup>st</sup> Century Student Tracking system data reporting requirements and participant data will be entered in August/September dependent on center schedule, attendance data entered daily/weekly, coordinated with the school day attendance and monitored by the Project Director. We will conduct annual program evaluation at the center and grant levels including **results from school day attendance, core course grades, disciplinary referrals, on-time advancement, graduation rates and career competencies.**

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By TEA staff person:

**Schedule #18—Equitable Access and Participation**

County-District Number or Vendor ID 220-905

Amendment number (for amendments only):

**No Barriers**

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	X	X	X

**Barrier: Gender-Specific Bias**

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Cultural, Linguistic, or Economic Diversity**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 220-905

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 220-905		Amendment number (for amendments only):		
<b>Barrier: Gang-Related Activities (cont.)</b>				
#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Drug-Related Activities</b>				
#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Visual Impairments</b>				
#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 220-905

Amendment number (for amendments only):

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 220-905

Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Tuancy**

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 220-905

Amendment number (for amendments only):

**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID 220-905

Amendment number (for amendments only):

**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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**Schedule #19—Private Nonprofit School Participation**

County-District Number or Vendor ID: 220-905

Amendment number (for amendments only):

**Important Note:** All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule regardless of whether any private nonprofit schools are participating in the program.

**Failure to complete this schedule will result in an applicant being disqualified.**

**Questions**

1. Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant? ☐ Yes ☒ No

• If your answer to this question is yes you must answer question #2 below.

• If your answer to this questions is no, you do not address question #2 or the assurances below.

2. Are any private nonprofit schools participating in the grant? ☐ Yes ☐ No

• If your answer to this question is yes, you must read and check the box next to each of the assurances below.

• If your answer to this question is no, you do not address the assurances below.

**Assurances**

- ☐ The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.
- ☐ The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.
- ☐ The applicant assures that the total grant award requested on **Schedule #6—Program Budget Summary** includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.

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